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SELF-REGULATED LEARNING STRATEGY ON STUDENTS' WRITING SKILLS: A DESCRIPTIVE CORRELATIONAL STUDY

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ABSTRACT

*This study, titled **"Self-Regulated Learning Strategy on Students' Writing Skills: A Descriptive Correlational Study"**, was conducted to analyze the relationship between self-reguated learning (SLR) strategies and students' writing skills, focusing on grammar, punctuation, and mechanics. Utilizing a descriptive-correlational research design, the study involve 80 Bachelor of Secondary Education students from the University of Mindanao-Peñaplata College in the academic year 2024-2025. Stratified random sampling was used, and data were collected through a validated questionnaire. Statistical tools, including mean, Pearson-r, and regression analysis, were employed to analayze the data. The findings revealed that students exhibited high levels of SRL strategies in planning, monitoring, and evaluating, with planning significantly influencing their writing skills. However, students' writing skills were categorized as moderate, indicating areas for improvement. A significant moderate positive correlation with an r-value of 0.536 and p-value of less than 0.001 was identified between SRL strategies and writing skills, emphasizing the role of planning in enhancing performance. These results hghlight the importance of integrating SLR strategies, particularly planning, into writing instruction. The study concluded that while SRL strategies positively impact writing skills, targeted interventions are necessary to address challenges in grammar, punctuation, and mechanics. Recommendations include curriculum integration of SRL training and leveraging technology to support skill development, addressing global challenges in preparing students for effective communication in the 21st century.*

KEYWORDS: *self-regulated learning, writing skill, planning, grammar, punctuation, mechanics*

Chapter 1
INTRODUCTION
The Problem and Its Setting

Effective English writing skills, particularly in grammar, punctuation, and mechanics, are essential for academic and professional success. Various strategies helped students organize their ideas and produce coherent texts. Mastering grammar and punctuation significantly enhances communication clarity and persuasiveness (Graham et al., 2020; Crossley et al., 2021). However, a lack of mastery in grammar and punctuation can hinder effective communication and academic performance.

Research indicated that college students worldwide struggle with foundational writing skills, impacting their performance and career readiness. It was stated in the study that ESL students faced additional challenges, which complicate their acquisition of grammar and mechanics (Al Mahmud, 2020; Mohammadi & Alavi, 2022). This widespread issue necessitates a greater focus on teaching strategies that support skill development in grammar and punctuation. On the other hand, the lack of adequate support for developing grammar and punctuation skills can limit students' academic and professional potential.

In international and local studies revealed low proficiency in grammar and mechanics among college students. In the U.S., a quarter of college students achieved proficient writing levels by graduation (National Center for Education Statistics, 2021). Similarly, studies in the Philippines and India reported significant deficiencies in writing mechanics, hindering students' academic progress and career opportunities (Pascasio, 2021; Kumar & Joshi, 2023). Locally, in the study, it was mentioned that Philippine college students, especially ESL students, struggle with grammar, punctuation, and overall writing fluency, impacting their academic performance (David & Dela Cruz, 2023). These persistent gaps in grammar and punctuation skills among college students, particularly ESL students, highlighted the need for targeted interventions to improve writing accuracy and fluency.

Strategies and skills are crucial for effective communication, however there is a lack of comprehensive research specifically examining the link between these strategies and grammatical accuracy, punctuation, and mechanics among college students. The existing studies often focused broadly on writing proficiency without delving into the specific strategic approaches that influence accuracy in these areas (Graham et al., 2020; Crossley et al., 2021). This research aims to address this gap by analyzing the impact of self-regulated learning strategy on students' grammar and mechanics accuracy, thereby informing the development of more effective educational interventions.

Significance of the Study

This research is significant as it addresses a critical gap in understanding the relationship between self-regulated learning strategy on students' writing skills. By investigating how this stategy influence grammatical accuracy, punctuation, and

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mechanics, this study has provided valuable insights into effective pedagogical approaches for improving student writing. The findings of this research can inform the development of tailored instructional interventions that empower college students, particularly ESL learners, to enhance their writing skills and achieve academic and professional success. Ultimately, this research contributes to the broader goal of improving written communication, enhancing student learning, bridging language barriers, and fostering critical thinking skills among students globally.

Statement of the Problem

Generally, the study aims to determine the significant relationship between self-regulated learning strategy on students' writing skills.

Specifically, the study sought to answer the following specific objectives:

1. To determine the level of self-regulated learning strategy in terms of:
   - 1.1. Planning;
   - 1.2. Monitoring; and
   - 1.3. Evaluating.
2. To determine the level of students' writing skills in terms of:
   - 2.1. Grammar, punctuation, and mechanics.
3. To determine the significant relationship between self-regulated learning strategy on students' writing skills.

Hypothesis

Below is the null hypothesis that was tested at a level of significance that is 0.05.

Ho1: There is no significant relationship between self-regulated learning strategy on students' writing skills.

Theoretical Framework

This study is anchored in the theory of Barry Zimmerman, **Self-Regulated Learning (SRL) Theory**, which emphasizes how students actively control and manage their learning processes through strategic planning, monitoring, and evaluating their actions (Zimmerman, 2002). SRL Theory is relevant here, as writing strategies such as grammar and punctuation planning require self-regulation to improve accuracy and writing quality. Anchoring the study in SRL Theory allows a deeper examination of how this strategy contribute to language accuracy and effectiveness, supporting students' development in specific writing skills.

Conceptual Framework

The conceptual framework for this study examines two main variables. Self-regulated learning strategy is a component encompasses the various approaches students utilize to enhance their writing.The effectiveness of this strategy can significantly influence students' writing skills and their overall writing quality (Schunk & Greene, 2021; Bai & Wang, 2022).Furthermore, writing skills focus on specific skills such as grammar, punctuation, and mechanics, which are crucial for effective writing. Mastery of these skills are crucial for producing clear, coherent, and persuasive texts. It was indicated in the research study that students who develop strong writing skills tend to perform better academically and exhibit increased confidence in their writing abilities (Graham et al., 2020; Crossley et al., 2021).

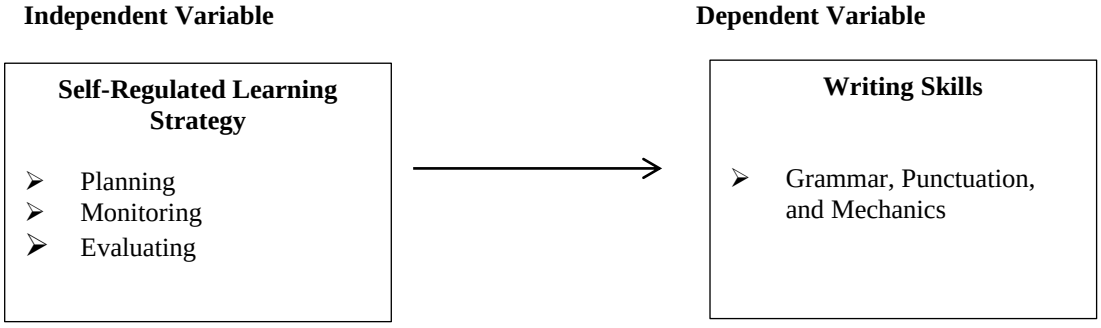


Figure 1. Conceptual Framework of the Study

This study aims to determine the correlation between self-regulated learning strategy on students' writing skills., focusing specifically on grammar, punctuation, and mechanics. Also, the study aims to identify how this strategy contribute to the development of writing skills, thereby influencing students' overall academic performance. To examine the relationship of the two variables, the study seeks to provide insights that could inform educators about effective teaching practices and writing instruction, ultimately enhancing students' writing proficiency and academic success.

Chapter 2
METHODOLOGY

This chapter presents the research methods and procedures used to conduct the study. Its contents include the research design, locale of the study, sample and sampling, research instrument, data gathering procedures, data analysis, and ethical considerations.

Research Design

This study employed a descriptive correlational research design to examine the relationship between self-regulated learning strategy on students' writing skills specifically on grammar, punctuation, and mechanics. A descriptive correlational design

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was appropriate for this research as it allows for the exploration of the degree to which two or more variables are related without manipulating the variables (Creswell & Creswell, 2020). This design helped in understanding how slef-regulated writing strategy and writing skills impact students by enhancing academic and professional success.

Locale of the Study

The study is conducted from the prominent educational institution, the University of Mindanao- Penaplata College, Samal District, Island Garden City of Samal, Davao del Norte, who have an enrolled college students, particularly Bachelor of Secondary Education major in English, in the school year 2024-2025 of 100. By choosing students from this institution, the research has provided a new perspective on an area of education that has not been extensively explored. The results of this study were expected to contribute to enhancing academic performance levels and underscore the institution's growing role as a key provider of quality education on the island.

Sample and Sampling

The study have a sample size of 80 respondents, selected from a total population of 100 students at University of Mindanao-Penaplata College. The sample size was determined using the Raosoft formula, ensuring a 5% margin of error and a 95% confidence level. This approach was guaranteed that the sample was accurately represent the student population for the academic year 2024-2025.

The sample was selected using stratified random sampling, which was equally distributed to ensure representation across different year levels. Stratified sampling, particularly useful in educational research, allowed for a more accurate reflection of the population by accounting for specific subgroups (Kumar, 2022). A sample size of approximately 80 students were targeted, regardless of age, status, gender, sections, sessions, etc. which was sufficient to achieve a 95% confidence level with a 5% margin of error, assuming a response distribution of 50% (Israel, 2019).

Year Level	Percentage	Total Population per Year Level	Sample Size per Year Level
1st Year	25%	25	20
2nd Year	25%	25	20
3rd Year	25%	25	20
4th Year	25%	25	20
Total	**100%**	**100**	**80**

Research Instrument

The study utilized a self-assessment questionnaire to examine the potential impact of self-regulated learning strategy on improving students' writing skills. This questionnaire, adapted from the reliable ESLP 82 questionnaire from Marquette University with a reliability coefficient of 0.95, assesses various aspects of students' self-assessment, including punctuation, grammar, and mechanics. This standardized questionnaire also used in the study of Riahi (2022) entitled "The Effect of Individual and Collaborative Assessment Training on Iranian Male and Female EFL Learners' Writing".

Respondents rate their writing skills on a Likert scale from 1 to 5, indicating the frequency of specific behaviors. To ensure the questionnaire's validity, a panel of experts will review and validate its content, ensuring it accurately measures the intended constructs.

Below are the five-point Likert scales that will be used in the interpretation of responses in the questionnaire.

The basis of Analysis and Interpretation for Self-Regulated Strategy Questionnaire:

Range of Means	Descriptive Level	Interpretation
4.20—5.00	Very High	This means that self-regulated strategy is most often applied.
3.40—4.19	High	This means that self-regulated strategy is often applied.
2.60—3.39	Moderate	This means that self-regulated strategy is sometimes applied.
1.80—2.59	Low	This means that self-regulated strategy is rarely applied.
1.00—1.79	Very Low	This means that self-regulated strategy is never applied.

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The basis of Analysis and Interpretation for Students' Writing Skills Questionnaire:

Range of Means	Descriptive Level	Interpretation
4.20—5.00	Very High	This means that students' writing skills are always applied.
3.40—4.19	High	This means that students' writing skills are usually applied.
2.60—3.39	Moderate	This means that students' writing skills are somewhat applied.
1.80—2.59	Low	This means that students' writing skills are not usually applied.
1.00—1.79	Very Low	This means that students' writing skills are never applied.

Data Gathering Procedures

Pre-Gathering: Before the data collection, the researchers meticulously planned the research design, including identifying the target population, determining the appropriate sample size, and selecting suitable data collection methods. They refined the research instruments, such as questionnaires, to ensure they are clear, concise, and relevant to the research objectives. Additionally, the researchers secured necessary permissions and ethical clearances to conduct the research responsibly.

During Gathering: During the data collection phase, the researchers administered the research instruments to the selected respondents, ensuring they understand the instructions and feel comfortable providing accurate information. Additionally, they gave the respondents a consent form, informed them about the study, and told them that their response was voluntary. The researchers also maintained a professional and respectful demeanor throughout the process, addressing any questions or concerns the respondents may have. To ensure data quality, they carefully recorded responses, double-check for accuracy, and maintain confidentiality.

Post-Gathering: Once data collection is complete, the researchers systematically organized and cleaned the data to remove any inconsistencies or errors. They then analyzed the data using appropriate statistical tools. The findings from the analysis was interpreted, discussed, and presented in a clear and concise manner. The researchers also considered the limitations of the study and suggest potential areas for future research.

Data Analysis

The following statistical tools will be used in the treatment of data.

Mean. It is used in the analysis of mean statistics to analyze important variables (National Center for Education Statistics, 2021).

Pearson Product-Moment Correlation Coefficient (Pearson-r). It is employed to examine the relationship between self-regulated learning strategy on students' writing skills focusing on grammar, punctuation, and mechanics (Institute of Education Sciences, 2020).

Simple Linear Regression Analysis. It is also utilized to determine the relationship between self-regulated learning strategy on students' writing skills focusing on grammar, punctuation, and mechanics (National Center for Education Evaluation and Regional Assistance, 2023).

Ethical Considerations

This study aims to maintain scientific integrity and protect respondents from harm. The researcher ensured that respondents are fully informed about the study's purpose and voluntarily participate, respecting their rights throughout the process. The study adhered to Republic Act No. 10532, known as the Philippine National Health Research System Act of 2013, to ensure the safety of human subjects in research. Section 12 of the Act mandates the establishment of the Philippine Health Research Ethics Board (PHREB) under DOST Special Order No. 091 s. 2006. The researchers also has to ensure that the nine essential ethical elements—social value, informed consent, risks, benefits, safety, privacy, confidentiality, justice, transparency, researcher qualifications, adequacy of facilities, and community involvement—were upheld.

Social Value. The study explored the relationship between self-regulated learning strategy on students' writing skills specifically focusing on grammar, punctuation, and mechanics, contributing valuable insights for institutions like the Commission on Higher Education (CHED) and the Department of Education (DepEd). The results should be used by the educators to design interventions to improve classroom conditions and support student learning.

Informed Consent. The researchers ensured that respondents participate voluntarily, with the right to withdraw at any time. Consent will be obtained through personal contact, providing information about the purpose of the study, risks, benefits, and confidentiality. Respondents will give their consent by selecting "YES" or "NO" in the consent form. Those selecting "YES" will be directed to the questionnaire.

Risks, Benefits, and Safety. This study posed minimal risks since it will be conducted via Google Form. The researchers ensured that respondents have enough time to answer the questionnaire, which focused on self-regulated strategy and

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writing skills. Respondents were not required to answer any questions causing emotional or psychological distress.

Privacy and Confidentiality. In line with Republic Act No. 10173, the Data Privacy Act of 2012, the researcher was upheld respondents' right to privacy. Personal data was securely stored and encrypted, with only authorized personnel having access. Data should be retained until the study is completed, then securely disposed of following data protection regulations.

Justice. The study utilized stratified random sampling to select respondents. Respondents were the students enrolled for the school year 2024-2025. The researchers also ensured the equitable distribution of benefits by offering a small incentive for participation and appropriately acknowledging contributors.

Transparency. The researchers was conducted the study with transparency, ensuring meticulous data collection, analysis, and reporting. No conflicts of interest arose, and findings was shared at research forums or through institutions like the CHED, DepEd, and the Graduate School library.

Researcher Qualifications. The researchers are currently pursuing a Master of Arts in Education, majoring in English Language Teaching. Under the supervision of research advisers, the researchers should be equipped to conduct a thorough and substantial study.

Adequacy of Facilities. The study utilized on-line platforms or application software to have the results of the gathered data, and with respondents completing surveys. Communication should be conducted through personal contact to ensure efficient data gathering.

Community Involvement. The researchers ensured inclusivity in the development of the questionnaire, avoiding bias related to race, gender, religion, or culture. The school community's involvement should be prioritized to ensure the effectiveness of the study in exploring how self-regulated strategy and writing skills impact students by enhancing academic and professional success.

Chapter 3
RESULTS

This chapter reveals the results of the study, focusing on the analysis and interpretation of the data gathered to address the research objectives. The findings provide a clear understanding of the level of self-regulated learning strategies utilized by the students, their proficiency in writing skills, and the relationship between these two variables. Statistical analyses, including correlation and regression, were employed to explore the extent to which self-regulated learning strategies influence students' writing performance. The results are systematically presented in tables, accompanied by descriptive and inferential interpretations that highlight key trends, relationships, and significant predictors.

Table 1. Level of Self-Regulated Learning Strategy

Self-Regulated Learning Strategy	Mean	Descriptive Level	Remarks
Planning	3.605	High	This means that self-regulated learning strategy is often applied.
Monitoring	3.669	High	This means that self-regulated learning strategy is often applied.
Evaluating	3.476	High	This means that self-regulated learning strategy is often applied.
Overall	3.583	High	This means that self-regulated learning strategy is often applied.

The data indicates that students exhibit a high level of self-regulated learning strategies across the dimensions of planning, monitoring, and evaluating. Specifically, the mean scores for planning of 3.605, monitoring of 3.669, evaluating of 3.476, and overall mean score of 3.583 which all fall within the "High" descriptive level. This suggests that these strategies are often applied by students, highlighting their active role in managing their own learning processes.

Table 2. Level of Students' Writing Skills

Students' Writing Skills	Mean	Descriptive Level	Remarks
Grammar, Punctuation, and Mechanics	3.620	Moderate	This means that students' writing skills is somewhat applied.

The mean score for students' writing skills in the category of grammar, punctuation, and mechanics is 3.620, which is categorized as "Moderate". This indicates that students have a fair level of proficiency in writing skills but may still face occasional challenges in applying these skills effectively.

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Table 3. Correlational Analaysis of Self-Regulated Learning Strategies on Students' Writing Skills

Variables	r-value	Description	p-value	Decision	Remarks
Self-Regulated Learning Strategies – Writing Skills	0.536	Moderate Correlation	<0.001	Reject	Significant

The correlation analysis reveals a moderate positive relationship between self-regulated learning strategies and students' writing skills, with an r-value of 0.536. The p-value is less than 0.001, leading to the rejection of the null hypothesis. This indicates that self-regulated learning strategies have a significant relationship with students' writing skills.

Table 4. Regression Analysis of Self-Regulated Learning Strategies on Students' Writing Skills

Coefficients	t-value	p-value	Decision	Remarks
Planning	1.696	0.094	Reject	Significant
Monitoring	0.787	0.434	Fail to Reject	Not Significant
Evaluating	0.692	0.491	Fail to Reject	Not Significant

Dependent Variable: Writing Skills

The regression analysis highlights the influence of individual components of self-regulated learning strategies on students' writing skills. The planning component shows a significant impact with a p-value of 0.094, while the monitoring and evaluating components are not significant predictors with a p-values of 0.434 and 0.491, respectively. These results suggest that among the self-regulated strategies, planning plays a crucial role in enhancing students' writing skills.

Summary of Findings

The findings reveal that students consistently apply self-regulated learning strategies, as evidenced by high mean scores across the dimensions of planning, monitoring, and evaluating. However, their writing skills, particularly in grammar, punctuation, and mechanics, are at a moderate level, suggesting room for improvement. A moderate and statistically significant positive correlation was found between self-regulated learning strategies and students' writing skills with an r-value of 0.536 and p-value less than 0.001, indicating that these strategies play an important role in enhancing writing proficiency. Furthermore, regression analysis identifies planning as a significant predictor of writing skills, while monitoring and evaluating do not show significant contributions. These results highlight the critical role of self-regulated learning strategies, especially planning, in fostering students' writing development.

Chapter 4
DISCUSSIONS

This chapter presents an in-depth discussion of the findings from the research, drawing meaningful conclusions based on the data and analysis presented, and giving recommendations along with the findings and conclusions.

The results presented in Table 1 indicate that students exhibit a high level of self-regulated learning (SRL) strategies, particularly in the dimensions of planning, monitoring, and evaluating. The high mean scores for these dimensions suggest that students are proactive in their approach to managing learning tasks, organizing their study plans, and assessing their progress. This aligns with the findings of Zimmerman and Schunk (2020), who emphasized that SRL strategies are integral to academic success as they empower students to take ownership of their learning. Similarly, a study of Panadero (2022) underscores the importance of planning and monitoring in achieving learning objectives, especially in contexts that demand autonomy and adaptability. The high scores in these areas reflect students' capacity to engage actively and effectively with their learning processes, potentially boosting their academic performance.

However, while the evaluating dimension also received a high mean score of 3.476 is slightly lower compared to planning and monitoring. This could indicate that while students are generally adept at evaluating their progress, there may be room for improvement in terms of critically analyzing and reflecting on their learning outcomes. According to Cleary and Kitsantas (2021), it is stated in their study that evaluation is a critical phase of the SRL process, as it informs future strategies and adjustments. Enhancing students' skills in this area could therefore lead to more refined learning practices, ultimately fostering greater academic success.

Table 2 reveals that students' writing skills, particularly in grammar, punctuation, and mechanics, are categorized as "Moderate" with a mean score of 3.620. This indicates a fair level of proficiency but also highlights areas for potential growth. A moderate level of writing proficiency suggests that students may face occasional difficulties in consistently applying grammatical rules, punctuation, and mechanics, which are essential components of effective communication. In the study of Graham et al. (2022) noted that writing skills are foundational for academic achievement and professional success, and their development often requires targeted instruction and practice. Addressing these challenges could involve integrating writing-focused activities and feedback mechanisms into the curriculum to enhance proficiency.

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Moreover, the findings point ot the need fo a nuanced understanding of the factors influencing writing skills. For instance, MacArthur and Philippakos (2023) agued that writing is a complex process that requires not only technical skills but also higher-order cognitive abilities such as critical thinking an organization. Thus, while the students demonstrate moderate proficiency, educators could focus on providing comprehensive support that addresses both technical and cognitive aspects of writing to bridge the gaps in their skills.

The correlational analysis in Table 3 demonstrates a moderate positive relationship between SRL strategies and students' writing skills, with an r-value of 0.536. This significant relationship with a p-value less than 0.001 implies that students who actively engage in planning, monitoring, and evaluating their learning processes ten to perform better in writing tasks. These finding resonate with the study of Teng and Zhang (2020), which highlighted the role of SRL strategies in improving writing proficiency by fostering self-awareness and goal-directed behavior. The significant relationship shows the interdependence between cognitive and metacognitive processes in academic tasks, suggesting that strengthening SRL strategies can lead to measurable improvements in writing skills.

Table 4 further elaborates on this relationship by examining the individual contributions of SRL components to students' writing skills. The regression analysis reveals that planning is a significant predictor of writing skills with the p-value of 0.094, while monitoring and evaluating are not. This findings emphasizes the critical role of planning in writing, as it allows students to organize their thoughts, structure their arguments, and allocate time effectively.

As mentioned in the study of Karlen et al. (2021) that planning is particularly crucial in writing tasks as it lays the groundwork for coherent and well-structured outputs. On the other hand, the non-significant results for monitoring and evaluating suggest that these components may require further reinforcement to effectively influence writing performance. Enhancing these dimensions could involve explicit instruction in self-assessment techniques and reflective practices.

Conclusions

In conclusion, the study affirms the general objective of investigating the relationship between self-regulated learning strategies and students' writing skills by providing evidence of a significant positive correlation between these variables. The findings support the theory of self-regulated learning, which posits that actively managing one's learning processes leads to improved academic outcomes. Specifically, the critical role of planning highlights the need for targeted interventions to enhance this aspect of self-regulation. These findings align with the theory's premise, affirming its relevance in academic contexts. However, the moderate level of writing skills suggests the need for additional strategies to address persistent challenges in grammar, punctuation, and mechanics.

Recommendations

Based on the conclusions, educators and policymakers should prioritize integrating self-regulated learning strategies into the curriculum, with an emphasis on planning, to enhance students' writing proficiency. Training programs and workshops can be designed to teach students how to effectively plan, monitor, and evaluate their work. On a global scale, addressing witing skill defeciencies is critical in preparing students to meet the demands of a knowledge-driven world where communication skills are essential. Collaboration with global educational initiatives and the integration of digital tools for writing practice can further bridge gaps in proficiency, ensuring students are well-equipped to face the challenges of the 21st century.

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